October 1, 2012

Grading Practices Committee

Notes/Exit Ticket Responses

In attendance: Heather Davis Schmidt, Kevin Ritchlin, Raenelle Dayton, Alanna Vaneps, DeeAnn Mooney, Tami McMahon, Doug Tallent, Dani Smith, Kye Nuttall, Miriam Richmond, Julie Robitaille, Brad Chumrau, Kate Beals

|  |  |  |
| --- | --- | --- |
| **Head:** One thing I will continue to think about as a result of our conversation about grading practices and the MCPS 21st Century Model of Education… | **Heart:**  On thing I am feeling right now… | **Hand:** One thing I will do as a result of our work and conversation… |
| * The impact of grades on students as well as the impact on teachers. How can grades really reflect the student’s performance but be realist for the teachers to administer? * What role I can play * The purpose of grades in the “real” world (e.g. how can grades help students learn to be citizens?) * How poverty effects students and grades they are given * What would it take to go to a model where essential targets are identified and agreed upon and assessed with tools which measure learning * Looking at standards-based grading models and restructure of our report cards * How can our reporting accurately reflect skills such as: collaboration, problem-solving, critical thinking, etc. * How can we work towards a system where grades convey meaning? * The true purpose of assessment; how can we extract judgment from assessment? What do we hope to achieve? * Appropriate grading practices * What do grades mean? * How/what does a standards-based learning system look like? Do we focus on the idea of “backwards design” and look at what we want the product/behavior/effect to be and work back from there? | * Confused – out of my comfort zone and out of my knowledge zone. * Whether or not I can contribute anything worthwhile to the project. * Overwhelmed by the scope of revamping a grading system * Hopeful that what we do as teachers are taught in the way that cultural groups expect. * Disconnect between standardized tests, some current grading practices, and the student profiles and outcomes in the *21st Century Model of Education* * Overwhelmed…these discussions will lead to a tremendous amount of work. All on one person to develop? * A bit overwhelmed – a lot to take in. * Our work with learning targets can possibly be the foundation of a new grading system * This is quite the layered onion! Love all the different perspectives. * Satisfied * Still very confused and unsure how to give appropriate grades * Concerned that I might be more of a “high school” opinion than a middle school philosophy when I speak at the table. Or perhaps I am too much of a parent? Or a dominant voice? Or coach? | * Read the “*Model of Education*” to gain a better understanding. * Read the assigned material and try to get a better understanding of the *21st Century Model of Education* * Find out how people perceive given grades * Think, think, think. * Begin to research models for assessment * Think about: how will I develop a structure to do the work that lies ahead? * Read assignment for next time, talk to teammates to see what their “wish lists” or frustrations are, regarding grading systems * Look for articles that tie learning targets to assessments to grading practices at the high school level * Find out what colleges are doing with their grading practices * Read and research; gather exemplars * Bring ideas to next meeting * Discuss how my principal feels about grades * Try to find myself a “couple” of hats to wear while in the room so that I can focus my efforts. |